

# PIN OAK

*WELCOME  
TO 2021!*



—  
**DOE**

Gold and Silver

—  
**OLD OXLEYAN**

—  
**SPORT**

Why does it exist?

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**TODAY**

**I'M**

**GETTING**

**HELP**

**To ...**

**REVISE**

**ORGANISE**

**PREPARE**

**ENGAGE**

**WHEN:** Tuesday and Wednesday  
afternoons

3.30 – 5.00pm

**WHERE:** Library

**WHO:** Anyone who needs some  
help is welcome

There will be Learning Engagement  
staff on hand to help you with  
computer issues, assessment tasks,  
revision, homework, Canvas, diary,  
'Box of Books' online texts, study  
notes, etc.



## Canvas Parent Sign-Up

This year we are moving to an automated system for parents to become observers of their children in Canvas, our online Learning Management System. More information will be emailed to parents and presented at the Junior School and Year 7 information nights in Week 3.



# HEAD OF COLLEGE'S REPORT



Welcome back to 2021 and our first publication of Pin Oak. It has been wonderful to hear the excitement and see the joy in our young people as they have commenced their classes, co-curricular activities and friendships. Oxley has come alive and it has been wonderful to witness the new students being made welcome and the older ones supporting and helping our younger members of the school. The students have taken delight in seeing the changes to facilities and improvements made over the summer months for their benefit. I do hope they have come home with great pride and respect for belonging to the Oxley College community.

With the College almost at student capacity and having reached our mature model of 'ideal' size almost two years ahead of schedule, it is important to note that there are no plans to become any bigger. Our current size allows us to have the sense of a 'small school' so highly valued where every student is really known and to also be able to offer a rich and diverse range of opportunities for our students. So, as we begin 2021, we have a new theme; "Oxley College. One School. One Focus on Excellence".

There is a saying what we focus on, we grow! In 2021 staff and students are focusing on growing a culture of excellence in all we do, so we can be the very best we can be. It requires real grit and determination to do this but the joy and sense of achievement that comes from knowing we have done something well or mastered a new skill, promotes positive wellbeing and helps us flourish as humans.

As American professional Basketball player and coach Pat Riley is quoted, 'Excellence is really the gradual result which comes for always striving to do better'. Excellence is intentional and starts with small steps and very much fits with our students striving, stretching and sticking with their learning. We encourage you to support your children in developing good habits and striving for their excellence (which looks differently for every child) in all they do. Encourage them when the learning gets tough or difficult, try not to allow them to step away from challenges rather re-frame it as an opportunity to grow and to develop excellence and improve their wellbeing from the sense

of achievement they get from getting through a tough period or challenging situation. It is our job as a school and as parents to prepare our young people for the un-chartered and challenging but joyful journey of life beyond Oxley and the Southern Highlands.

As part of our focus on excellence, we also need to focus on being a K-12 school where the learning journey and opportunities for our students are intentional and sequential, so our students really know where they are going, how they are going and the where to next.

It has been so delightful to welcome our parents in smaller groupings for the beginning of the year parent functions this week so we can all connect and build a community of support for our young people. Next week is full of parent information nights and I encourage parents to come to these so we can work in partnership to help our young people grow and learn.

On a final note, can I thank parents for supporting the College over the past two weeks with the traffic issues we have been facing and keeping our students safe.

It is important as good members of our community, we also respect our neighbours and don't pick up students from surrounding streets.

As co-curricular activities begin and students start to travel on buses, the afternoon traffic issue has begun to settle. The car park for Year 12 students is making good progress in the finer weather and I am confident we should have it in place for Week 4 of Term 1. This will certainly alleviate some of our issues and help our

parking situation with more short-term parking available to parents in the main driveway. I also look forward to sharing other initiatives with you as we promote green travel for our students to and from school.

I look forward to catching up with parents over coming weeks at sport and other events around the College within the current Covid-19 regulations.

By Jenny Ethell, Head of College





## Head of Academic and Innovation

### Thriving Learning

Welcome back to all our students, families and teachers. We are very excited to be able to be back on campus, inspired by our Pin Oak, ready and eager to learn new things in 2021.

Staff spent five days prior to the start of the year in Professional Learning, establishing priorities and honing their skills.

Our key focus in 2021 is ensuring that all students, from Kindergarten to Year 12 know where they are going, how they are going and the where to next. When students know these things they not only thrive in their learning, but also learn to be independent and self-regulated learning.

Throughout the year, I will share and celebrate our distinctive curriculum and pedagogy. Key at the moment though is establishing a sense of welcome, belonging and relationship in every classroom.

At Oxley, we want to build the muscle of study, revision and academic preparation in multiple ways.

As we return to campus in 2021, we are keen to make parents aware of the opportunities for students to enhance their study habits and skills outside our regular timetable. Please see details below for our Year 11 & 12 Supper and Study sessions, Year 9-11 & Year 12 Sunday Hub, Year 7- 10 Tighrope Homework sessions and Mathematics Help.

Year 12 Supper and Study	Tuesday 5pm – 7.30pm	Wednesday 5pm – 7.30pm		
Year 11 Supper and Study			Wednesday 5pm – 7.30pm	
Year 12 Sunday Hub				Sunday 10am – 4pm
Year 9 – 11 Sunday Hub				Sunday 2 – 4pm
Tighrope	Tuesday 3.30pm – 5pm	Wednesday 3.30pm – 5pm		
Maths Help	Tuesday 8am in Room 6			

### Parent Information Sessions

Next week, we are delighted to host (in person) our traditional Parent Information Sessions in the PCC. The purpose is to build connection and understanding about each of the secondary cohorts. We look forward to welcoming those who can attend. Parents will receive more information about the sessions by email. If unable to attend in person, information will be available in additional formats.

Year 7	Wednesday 10 February	4pm
Year 8	Thursday 11 February	4pm
Year 9	Tuesday 9 February	4pm
Year 10	Thursday 11 February	5pm
Year 11	Tuesday 11 February	5pm

### Year 12 Future Focus – the Path Ahead

Information Session and Student-Parent-Teacher Conferences

On Monday 22 February, we will host students and parents in a new format designed to provide pertinent information about the final terms of Year 12 and hear key messages about our Stretch, Strive and Stick for HSC Success programme. More details will be provided through College Services soon.

### Learning Community

One of the things we love about our learning community at Oxley is our commitment to further support research into the things that have the biggest impact on student learning. During our Professional Learning sessions at the start of the year, we were fortunate to work with Sophie Murphy, Ph.D student of Professor John Hattie from the University of Melbourne, who worked alongside our new staff and leaders as an induction into our pedagogy. Junior School teachers also began their work with Doctor Tessa Daffern, a literacy specialist who has a specific interest in spelling and writing.

We are also very excited to start a new partnership this year, as outlined below.

### World First Research at Oxley College

Oxley College has teamed up with the University of South Australia to conduct world-first research about learning in Mathematics at our school. The Centre for Change and Complexity in Learning at the University of South Australia explores how new knowledge processes influence teaching practices and how individuals learn. Their research focuses on Mathematics education for primary and middle school children, investigating students' attitudes towards Mathematics. By understanding this better, more will be known on how to improve student success in Mathematics.

Our research involves testing students from all year levels at Oxley College. Your child will be asked to give five words about how they feel about Mathematics. They will be asked the same question at various stages in 2021 to track changes. The impact on your child will be minimal as they will only need a couple of minutes to complete the task.

An email will be sent to all parents, providing a more detailed explanation. Students will be given the opportunity to opt-out if they do not wish to participate. However, we hope to have a very high percentage of students involved as this survey has the potential to re-shape how we identify learning opportunities in Mathematics.

If you have any questions, please contact:

[simon.baird@oxley.nsw.edu.au](mailto:simon.baird@oxley.nsw.edu.au)

Simon Baird, Senior School Mathematics Teacher



## Head of Senior School

### Welcome to 2021!

It has been wonderful to welcome students back to Oxley at the start of the school year, as well as to welcome the 121 students who have joined the Senior School across Years 7-12. The beginning of the 2020 school year already feels a long time ago, when we returned to school in the midst of a terrible bushfire season following a prolonged drought, giving little regard to the virus that would come to reshape our lives in 2020. With this in mind, it was with a sense of gratitude last week that we held our first Senior School Assembly in the PCC for many months and the sense of community this brought. After the fire and smoke of last summer, I spoke of the gratitude of a summer of rain, in which we have been able to breathe fresh air every day and enjoy the greenery and beauty of the Highlands and, more broadly, gratitude for the relative success we have experienced in Australia in containing COVID-19 compared to the majority of the rest of the world.

Mrs Ethell has written about the theme of the year, "Oxley College. One School. One Focus on Excellence" in her article this week. I picked up on the theme in our second assembly last Friday about the meaning of the word for excellence in ancient Greek (arete) – the fulfillment of one's potential – how excellence is 'not an act, but a habit' (Will Durant, *The Story of Philosophy*, 1926), and what it means for us at Oxley to build a culture of excellence.

We are delighted that changes to COVID-19 rules means we are able to recommence our Music ensembles and ISA summer sport competitions this term. Further information about our co-curricular programmes will be presented at next week's Parent Information Sessions. This weekend's ISA sport draw is posted on the College website (and can also be accessed via this link: <https://www.oxley.nsw.edu.au/wp-content/uploads/2021/02/Oxley-Sport-Draw-6-February-2021.pdf>). Where applicable, the sports draw specifies the number of spectators permitted per player in order to comply with COVID-19 safe requirements for that sport/location. Spectators are requested to register attendance using the QR code (NSW Services app) that will be available at each venue.

### 'Meet the Mentor'

With the expansion to six Mentor Groups in each of our six Houses this year and following a disrupted year in which many may have felt disconnected, we decided to start the year with an opportunity for all parents to meet with their child's Mentor via Zoom. During the afternoon, a total of 321 meetings took place with parents, Mentors and students. Whilst doing this on the first day of the school year may have been bold (!) and inevitably there were some technical or administrative glitches along the way, the meetings provided an opportunity to build the connection between families and the Mentor. The decision to do this on the first day of the school year also signals the importance of the Mentor for each student and I hope that the meetings led to some useful and productive discussions at home.

By Mark Case, Head of Senior School



## Why Does Sport Exist?

When stepping into a new role and new school it is always a privilege to listen and observe the culture of Sport and physical activities. This is a perfect time of the year to reflect why we as a College offer Sport. Establishing the purpose of Sport at Oxley is a crucial starting point for any participation by a student, support by a parent and investment by a school and its staff. This critical question is often overlooked when establishing our strategy and vision for Sport within schools.

Sport in schools wrestles endlessly with its purpose. How and why sport exists in schools often requires constant justification to students, parents and staff. This struggle is increased when sport is compared against other activities available to young people both inside or outside the school gates. Some schools can be caught in trying to pursue 'fun' within sports programs as opposed to meaningful engagement and student learning. If the focus of sport within schools was solely based around delivering fun and not learning we would adjust our facilities and programs accordingly. Schools would build theme parks and water slides instead of sporting facilities and science laboratories. Fun should be considered a by-product of sport and education not an aim.

Sports need to provide opportunities for 'deep learning'. Michael Fullan a renowned educational researcher describes this 'deep learning' as "experiences that build global competencies using real-life problem solving". These experiences are readily accessible through sports programs. The provision of sports within schools needs to focus on this as its aim. However, this can be difficult to sell to young people today. A society filled with instant gratification and reward can lure students away from the medium to long term deeper impact that an activity like sport can bring. Most sports are faced with difficult challenges that require persistence and the application of both physical and mental skills to overcome these challenges to receive any sort of reward. Even when a student does obtain a sporting goal or reward, it is not the material reward which is the priority, it is the intrinsic reward of fulfillment, contentment and achievement doing something that is challenging and meaningful.

This confusion of purpose reflects the need for Sport to grasp its own cultural identity within a school. This should not be centered around the development professional athletes, the pursuit of perfect win loss records or to build brand value for commercial gain. This needs to be left to the professional sporting organisations of the world and if adopted into schools can create a very narrow view of education. This is NOT the case at Oxley. From what I can see, hear and feel at Oxley we provide sport for one clear purpose, for students to learn. To learn and put into practice our College values and our student's goals. Sport is an extension of our classrooms into a 'field' of intentional, authentic learning programs that push students to achieve excellence in multiple facets of their life, for now and their futures. If we achieve this, then we will obtain a higher moral standard and purpose for Sport at Oxley.

By Tom Kindred, Head of Sport and PDHPE

### References

- Rollings, N. 2018, Swimming pool or water park. SATIPS. Summer, Issue 92. Pages 46-47.
- Fullan, M. 2018, Deep Learning: Engage the World Change the World. Corwin press, Ontario, Canada.



# JUNIOR GALLERY





# HEAD OF JUNIOR SCHOOL



## Weekly Awards

### Learning Journey

K: Isabella Francipane  
Yr 1: Harrison Peebles  
Yr 2: Emily Wright  
Yr 3B: Tatenda Jamba  
Yr 3R: Elena Clarke  
Yr 4A: Pixie Hanson  
Yr 4W: Arthur Pemberton  
Yr 5C: Harry Keats  
Yr 5N: Coen Bertollo, Sam Cottle  
Yr 6H: Caelan Granger  
Yr 6S: Amelie Richards

### Oxley Values

K: Evan Callan  
Yr 1: Naomi Robertson  
Yr 2: Xavier Halstead  
Yr 3B: Charlotte Byrne  
Yr 3R: Ian Phillips  
Yr 4A: Thomas Berry  
Yr 4W: Rhodes Feller  
Yr 5C: Grace Kean  
Yr 5N: Summer Johns  
Yr 6H: Polly Hopkinson  
Yr 6S: Charlie Knight

### SRC Reps

Yr 1: Em Hunt, April Sneddon  
Yr 2: Stella Bacon, Cameron Bailey  
Yr 3B: Greta Saviana, Lilliana Giro  
Yr 3R: Bianca Bode, Elena Clarke  
Yr 4A: Pixie Hanson, Remy McIntosh  
Yr 4W: Harry Gaunt, Lisa Mussett  
Yr 5C: Ed Hunt, Edie Cavanough  
Yr 5N: Thomas Adamson, Phoebe Keith  
Yr 6H: Bronte Morgan, Archer Guilly  
Yr 6S: Oliver Henderson, Molly Edwards

### Premiers Reading Challenge Gold Awards

Anna Sutherland Year 4  
Hadley Morgan Year 4  
Ingrid Lawson Year 6



"The secret of joy in work is contained in one word—excellence. To know how to do something well is to enjoy it." —Pearl S. Buck

Schools are always exciting places to be, particularly at the beginning of a new year. There is a renewed sense of optimism about the possibilities and opportunities ahead. Everyone is rested and feeling ready for anything!

We are lucky as teachers, to be involved in the vocation of growing people and developing potential. The quote by Pearl Buck reveals something about excellence that is so true. That is, that excellence brings joy because it is linked to mastery. That we can do or achieve something we didn't think possible through effort and experiment, means that we find out about our potential as human beings.

The PERMA model of wellbeing made famous by Psychologist, Dr Martin Seligman, highlights five key elements of wellbeing: positive emotions; engagement; relationships; meaning and accomplishment. It is also a model for a classroom operating at its best. A classroom led by a passionate and skilled teacher ensures children are engaged, feeling positive about themselves as learners, and are making meaning of the world. Importantly, in the wellbeing model (perhaps surprisingly) is that wellbeing also requires a sense of achievement, and within that is the implication that we must be stretching ourselves and constantly growing to have a sense of wellbeing.

As we head into a new year, we seek the joy of learning together and mastering many new skills.

### Spotlight on: Spelling

At Oxley College, we have been investigating contemporary approaches to spelling instruction. We know that Spelling is a vital skill that undergirds all vocabulary, reading and even speaking development. For many who grew up with, 'Look, Say, Cover, Write, Check', spelling in the English language seems random, difficult and mysterious. Research studies have shown that teachers of English can lack confidence with spelling without the linguistic tools to teach how words work.

This term, the Junior School staff have begun a research collaboration with Dr Tessa Daffern, from The University of Wollongong to try to demystify the English language. Dr Daffern's PhD examined the teaching and learning of spelling and writing in Australian school contexts and involved almost 1400 students across 17 schools. In 2017, Tessa was also the recipient of the Australian Literacy Educators' Association Doctoral Thesis Award. Tessa is currently working with NESA on their new English Syllabus and is also writing a Spelling textbook with Oxford University Press.

Dr Daffern has shared with us compelling research that proves that beyond Year 2, phonemic knowledge (that is awareness of speech sounds) has limited impact on spelling ability. In the upper grades, students need to develop a more sophisticated understanding of the English language, to understand that, 'the English language is a complex linguistic problem-solving process involving integration of phonology, orthography and morphology (Daffern, 2015, 2018; Garcia, Abbott, & Berninger, 2010)'.

This week, in an investigation of Greek words, linked to our Oxley value Love, we found that 'philia' meant close friendship, and shares the same 'DNA' root as philanthropy and philosophy. We also made the discovery that the Greek 'ph' spelling is used in names that originate in Greek mythology such as Daphne, and in medical terms such as oesophagus.

We are learning that spelling instruction can be compelling and memorable, and develop our students as confident communicators of the English Language.

Daffern, T & Ramful, A. (2019). Measurement of spelling ability: construction and validation of a phonological, orthographic and morphological pseudo-word instrument for students in Grades 3–6. *Reading and Writing: An Interdisciplinary Journal*.

Garcia, N., Abbott, R., & Berninger, V. (2010). Predicting poor, average, and superior spellers in grades 1–6 from phonological, orthographic, and morphological, spelling, or reading composites. *Written Language and Literacy*, 13(1), 61–98.

By Katherine Halcrow, Head of Junior School



## The Clavician Laws

There was once a great city called the Emerald Valley built on the premise of an ancient, underground mine.

Ruled by a Jarl – Clavicus – the civilisation was isolated from the rest of Farador, where it was sequestered within the Belmare mountains in the far northern ranges of The Hearth Hold.

Selective in his invites to the valley, the Jarl had chosen common folk who had tasted all that Farador had to offer and yet were still hungry for more.

In his efforts to prevent the citadel from returning to its former state of ruin and despair, the Jarl bestowed a set of laws upon the valley - referred to as the Clavician Laws.

And should those laws be broken by the sin of one, an event would occur that would grant no reversal or forgiveness.

So, the Jarl thought ... or could remember.

It was known throughout the valley that upon someone's arrival, their departure was non-existent. For any who challenged the underground tunnels were met by tooth and claw, and those who scaled the citadel's walls always had a long way to fall.

The Emerald Valley's inhabitants each had a role to play in its maintenance and survival. Lit by a giant, magic-fuelled orb, the valley was showered in artificial light that aided in the growth of potatoes and mushrooms.



Watered and replanted by farmers, the crops harvested were the only source of food within the colonisation.

Other jobs varied from tailors to general shopkeeping, from merchants to bar tending. The only known person within the town with enough esteem and prestige to not get their hands dirty, was the Jarl himself. A man who every day at the exact moment the giant orb begun to dull into the evening, would stand on his balcony and behold the Emerald Valley in all that it was. Peace and order.

One day, as the Jarl was standing on his balcony, he watched as a heavily armoured woman begun to make her to the gates into the citadel. By the way she held herself with such poise and pride, the Jarl immediately figured her a cerebral warrior, though the mace sheathed upon her back contradicted that assumption.

It was not long before she was opening the balcony door and standing before the Jarl.

"Now there's a pretty face I haven't met. I'm Jarl Clavicus. Tell me stranger, what shall I call you by?"

"Curwæ." Her name rolled off her tongue in a smoky manner, thick with the traditional Faradorian accent.

"Well, Curwæ, I'm confident you'll settle into our small community without a fuss, it's always exciting to welcome a new face. Now tell me, what brings you to my city, friend?"

Curwæ's face drew a long and vacant expression as she observed the glowing Emerald Valley behind the Jarl. She surveyed it with

alert eyes as if instinctively searching for a potential threat, and yet the distant laughter of children playing assured her otherwise. Meeting his waiting eyes, she answered.

"I've been here before. This place... this illusion... this ancient display of wonder... is too surreal. And that scent of... oily spices continues to fester under the smokes and leather the same way upon whence I arrived."

"I- I'm afraid I don't understand."

"My Jarl, I was here... and... and I don't think I ever left." Curwæ withdrew a crinkled roll of parchment from her pocket and passed it to the Jarl. Unrolling it, the Jarl began to read.

"I have reason to believe I am from what is to come and am revisiting the past..."

The Jarl interrupted her, reading aloud the letter: "'Victims of an inevitable demise; the Emerald Valley will soon be haunted by the ghosts of its stone-shattered citizens. This portal will take you back. There, you must unsew the sin of one and save us all.' But this is my handwriting... This is really happening, isn't it?"

Curwæ nodded gravely.

"I studied the craft of time-travelling and time paradoxes in the Arcane arts, but never did I anticipate it's success, or deem it's existence... necessary. I speak of no cause of such an atrocity in this letter... what awaits us?"

Curwæ replied: "When I found this, this place, the streets were littered with stone corpses and... the citadel destroyed... there was no life or light, only death and darkness."

Straightening himself abruptly, Clavicus' voice took on a stentorian tone of voice more distinct of a Jarl: "... So was it's state the 9 years ago that I found this place. The year that my family perished in the Snowwake season and left but a family heirloom – a map that led me to this exact location. Perhaps this is the life and demise they intended for me... but not for my people. If this fate has anything to do with the Clavician Laws, then the future is grim. Very grim. For us all."

"The Clavician Laws?" Echoed Curwæ, still startled by all the new information.

"Ahh yes. In my efforts to restore the ruins of the Emerald Valley to a state of prosper and liveability, I forged a set of laws that would accomplish just that and ensure peace and order. But the laws had a catch, to prevent any rivalry of my position in power, I spent long hours remaking and enchanting those same stone statues that haunted this valley of my predecessor... dispersed amidst households and streets, their eyes are always watching... and waiting. The figures have done well and successfully enforced the laws and continued to remind the townsfolk of everyone's fate should anyone step out of line. Nine whole years the laws have been obeyed... until now."





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The Jarl paused, his unwavering stare hiding his deep thoughts and secrets as he reflected upon the situation at hand.

"After everything you have told me... would you be willing to accept one last favour for me, Curwæ?" She nodded.

"I need you to find out who is going to break the Clavician Laws. Once you have a name and a reason, report back to me immediately."

Speechless, Curwæ placed a gloved hand over her heart, bowed and then left the Jarl's private balcony.

In the day that was still just renewing, Jarl Clavicus observed the young warrior from his private balcony as she began her investigation.

He watched as she weaved in and out of houses, bartered with market stall vendors, bought various goods from merchants and had a seemingly long, stirring conversation with Lund; a withering, lazy farmer who had arrived upon the citadel's doorsteps in a drunken haze seven years ago.

By the time the orb began to dull into yet another night, Curwæ had forgone her armour and was now bedecked in yellow robes with a tight leather corset; traditional of a typical woman within the Emerald Valley. The Jarl had quested her to find the disobeyer and earn the trust of the people. She had done just that and more.

In one day, she had already found a name. The old man, Lund, had confessed to murdering his best-friend over a simple farming feud and had a reputation for causing trouble within the .... Tavern. These simple acts made Curwæ wonder what happened behind closed doors.

As she made her way to the citadel, she noticed from afar that Jarl Clavicus was not standing upon his balcony as he routinely did. But perhaps she would run into him on her trek to the top floor... she did not. She asked the servants and the guards of the citadel about the Jarl's location and they informed her that occasionally he would disappear from his perch. Interesting. One female maid reported that the barred doors at the far rear left of the citadel were often left unlocked, though they were forbidden to enter. Very interesting.

That night, from where the warrior slept in her quarters within the citadel, she felt a strange, vibration pulsating through the floors and into her bed.

Exiting the room, she was surprised to find herself the only one to be disturbed by the feeling. After her day spent investigating, it was evident that people don't practise magic in the Emerald Valley anymore, yet it was undoubtedly in the air; copious and lingering in the myriad of rich incense and rusted gold. It was a deeper, denser... darker magic that called from below, and she followed it.

Curwæ soon found herself standing before the barred doors at the bottom of the citadel. It was unlocked. The room behind was tunnelled, with the sear of a distant flame igniting the path ahead. On practised feet, she swam in the shadows untouched by light. Then stopped. A large stone room materialised ahead, it was empty forgive the crumbled stone statue in the corner and the lit candles skirting the floors.

There were two people... one was the Jarl. His voice was raucous and ancient as he rehearsed a dark incarnation. Necromancy. The other, a feeble woman, undoubtedly awake, sprawled vertically before him; tremulous pleas escaped her. The Jarl stopped his incantations and spoke; "I'm afraid I have no more use for you."

And with that, the Jarl plunged a dagger through her heart.

"It was you!" Curwæ flew from the shadows.

"And you knew, didn't you! You knew that you would be the one to eventually break the laws and I bet your time-travel practises were only an escape so that you could live on and leave us all to... perish." She spat, withdrawing a dagger from beneath her gown. The Jarl squinted slyly.

"Smart, foolish girl... you see this". The Jarl nudged the dead girl.

"She too was like you – stepping in and out of time - and once she got a grasp on my secret hobbies, she became my most prized test subject. Though what happened to her ... will be far better than what I've got planned for you." The Jarl laughed.

"But the laws..."

"But, but ..." the Jarl mocked, turning to face the crumbled statue. A sight that rendered the laws useless in such a room.

But by the time Jarl Clavicus turned back to face Curwæ, the dagger was already in his chest and as he fell, so did the Clavician Laws.

It had been 5 years since Jarl Clavicus was killed and the valley free from the Clavician Laws that once negated it's people into submission. The Emerald Valley had become a renowned destination for trade and it's harvest; of which had flourished once the valley was alas exposed to real sunlight and the entrance reopened to both comers and goers. The one responsible for such life and safety was in return transformed into pure stone upon the breaking of the laws; the harsh price for ridding such a land of it's atrocities.

For the young, female warrior is now memorialised and remembered in the heart of the valley itself. A valley that has now achieved everything it's predecessors intended for it to be. Peace and happiness... and they owe it all to Curwæ.



A tale by Breanna Billett ,Year 10

# OLD OXLEYAN

## Ben Mullaney Class of 2004

### Now that you're off in the big wide world, what have you made of yourself since finishing school at Oxley?

After school I knew that I wanted to go to uni, but had no idea what I wanted to study. So I took a year off and worked as an Apprentice Bookbinder and Conservator in Goulburn. Fixing old books and 150-year-old parliamentary bills gave me plenty of time to think about my future (and I knew it wasn't going to be bookbinding!). Between my twin loves of science and music, I decided to pursue science, because I thought I might be able to discover something that would help humanity somehow. I did a Bachelor degree with Honours majoring in Chemistry at Sydney University, then was accepted to Oxford, where I did a research doctorate in Chemistry. While at Oxford I rubbed shoulders with Dames, Knights, Ladies and Lords, and joined an all-male a cappella (singing) group called Out of the Blue, which I performed with on Britain's Got Talent in 2011! Yes, there are YouTube videos (this was during my floppy hair stage)... After completing the DPhil (and walking the Camino de Santiago in Spain to help my brain settle down), I moved back to Australia in 2014 to help my Dad start up a business based around his inventions in the construction industry. Together with my brothers, Hayden (Oxley alumni 2006), Logan (Oxley alumni to Year 9) and Ryan, we built up this business from scratch, and now we've sold our InQuik bridges all over Australia, and are delivering our BuiltQuik houses to Indigenous communities around NSW!

### What is your biggest achievement since high school?

The achievement I'm most proud of is that I have the very rare distinction of having two doctorate degrees - one from Sydney University, and one from Oxford. Before I left for the UK I worked my butt off collecting data at Sydney Uni, which initially was intended for a Masters degree. I wrote up the thesis while studying in the UK, and it just kept getting bigger! Eventually my supervisor agreed I could submit it as a PhD, which I was awarded in 2013. Then after I finished my Oxford degree in 2014 I ended up with two doctorates in Chemistry! What's the point of having two? There isn't one! Except maybe bragging rights... ;-)

I've had my share of difficult experiences, but the absolute hardest thing I've ever done is cope with my brother Hayden's sudden death in 2018 from an apparent heart failure, at 29 years old. Hayden was such an amazing guy. He worked as a personal trainer and exercise physiologist, helping people with disabilities with their physical therapy, and he was involved in the alumni cricket events at Oxley for many years. There were over 300 people at his funeral at Bradman Oval - a testament to the number of lives he had touched. We were all very close as family and colleagues, and losing him shook us to our foundations (and we're still recovering...). But now we have another motivation to strive for success in our business - we are doing it for Hayden.

### Were these things that during high school you expected you would end up doing?

During high school I thought I would probably go into science, but I never thought I'd go into business! I'm passionate about creating art and doing good in the world, and I considered business to be all about making money, without any thought for people or the environment. But now I realise that businesses can be forces of good as well, particularly when you're in charge! The work we're doing

helps communities to stay connected with our bridges (we're aiming to introduce them into developing countries soon!), and our housing product is empowering Indigenous communities to build their own homes the way they want them.

### How did Oxley prepare you for your future?

The science and music programs at Oxley gave me an awesome foundation for my future studies and activities. Doing Extension 2 Maths in Year 12 put me in the Advanced Maths courses at uni, and playing piano with all the orchestras and bands gave me confidence in joining ensembles that ultimately led to incredible musical experiences in my life.

### Is there anybody from the Oxley community who inspired you throughout high school?

Special shout out to my science teachers - Mrs Hanrahan, Mr Copeland and Mr Bevan - who answered my random science questions very graciously (how do algae reproduce? Why is ice cream smooth but ice is hard?). I'm very grateful to Mr Forlonge's Ext 2 Maths teaching, and I will always reflect on the kindness, warmth and gentle encouragement of Mr and Mrs Hall, and Mrs Topp with great fondness.

### What would you say you miss most about being at school?

You know, I'd have to say the teachers! I'm going to be a little controversial here and say there's not much I miss about school - and I was a nerd! I enjoyed learning, but not the constant testing, pressure (real or perceived), or stifling rigidity that almost every school has. I had some good friends at school, but it wasn't until university that I found people who really clicked with me and my interests. At uni you can easily avoid insecure bullies, and the environment is unencumbered by the stupid school idea of "popularity", which creates this uncomfortable perception of a pecking order that seems to come from someone's attitude and reputation, and isn't necessarily based on how much someone is liked or them being more important or worthy of respect. It was a relief that this became largely irrelevant at uni (except by a few who desperately clung onto it).

### What would you say to your fifteen year old self?

You have no idea what's in store for you. Your life will be at times fun, hard, boring, fulfilling, easy, complicated, stressful and serene, with love, grief, joy, pride and frustration. You will get through your parent's divorce and grow from it. You will meet people who inspire great respect, and disgust. Regardless of anything else, keep growing, don't forget to be yourself, and accept others for who they are as well. And if you get the opportunity to do something cool, even if it's kinda scary, bloody well do it!





# INSPIRATION



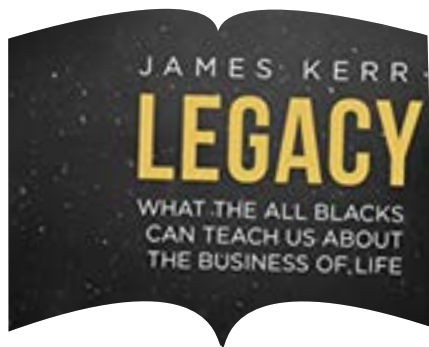
## TV

### The Queen's Gambit

The Queen's Gambit is a short Netflix series about a young orphan girl named Elizabeth Harmon who ultimately becomes the world's champion Chess player. Although dark, quirky and unusual, the series was on the Netflix 10 top shows for 78 days making it one of the greatest hits of 2020. The show was originally based off Walter Tevis's 1983 novel The Queen's Gambit. The series was directed by Scott Frank who is also known for Logan, Out of Sight and The Lookout. Anya Taylor-Joy played the lead (Elizabeth/Beth Harmon), managing to convey emotion, brilliance and fragility all at the same time. What could have been a cold, calculating character was instead likeable and relatable. Thanks to Scott Frank and casting director Ellen Lewis, they managed to fit great actors like Bill Camp and Marielle Heller into small yet important roles. The acting was brilliant, even the people who were only in a few scenes were memorable. This series had suspense, trauma, emotion, addiction and obsession. Everything about this show was clever and on point.

This series will always be one of my favourites and I would absolutely recommend watching The Queen's Gambit.

By Anon, Year 8



## BOOK

### Legacy

As a gift to every Year 12 student, Ms Ethell gave us a book, 'Legacy' by James Kerr. Reading this book was supposed to teach Year 12 all about leadership and how to be leaders at school for the younger students. When first given this book, I have to admit I wasn't too keen on reading a book about Rugby as I'm not the biggest rugby fan. I started reading this book in the holidays and could not put it down!

James Kerr presents 'Legacy - What the All Blacks can teach us about the Business of Life'. After spending six weeks with the 'All Blacks' team and interviewing all their leaders, James Kerr highlights the incredible culture and legacy of the New Zealand 'All Blacks' which results in their amazing success. The 'All Blacks' have won 86% of their games and Ranked No. 1 more times than anyone else combined. They have only been as low as number two. So how does the most successful team accomplish such things?

The 'All Blacks' live by 15 lessons, each of these lessons a chapter in the book. A few of these lessons include:

- Sweep the sheds (Never be too big to do the small things that need to be done)
- Go for the gap (When you're on top of your game, change your game)
- Pass the ball (leaders create leaders)
- Embrace expectations (Aim for the highest cloud)
- Know thyself (Keep it real)
- Be a good ancestor (Plant trees you'll never see)
- Write your legacy (This is your time)

The 15 lessons are what the 'All Blacks' live by and what we should take note of. As well as the 15 lessons the book also includes anecdotes from people involved with the All Blacks, quotes from teammates and leaders and stories from some of the most successful coaches and people involved in sport. You don't have to understand rugby or love rugby to enjoy this book. I myself have taken quite a lot from this book and highly recommend it to my Year 12 peers but also teachers and students.

By Lily Magill, Year 12



## ALBUM

### Evermore

On the morning Saturday 12 December, I woke up to the news that less than five months since the release of surprise indie-folk album "folklore" Taylor Swift was releasing the sister album "Evermore" in a mere 12 hours. Christmas had come early! Like folklore and unlike Swift's prior discography Evermore, is predominantly non-autobiographical. Evermore's opening track and lead single Willow (A whimsical and enchanting opening about the intrigue that goes into wanting someone, that sounds like casting a love spell) in conjunction with Gold Rush (A dreamy reflection, with a dual beat about the jealousy of falling in love with someone who everybody else admires produced by the prolific Jack Antonoff) and Long Story Short (A satisfying resolution to Swift's 2017's reputation album) have the most pop-influence and the greatest potential for radio exposure. Whereas other songs like Champagne problems (Excuse me, whilst I go sob in the corner) feature a stripped down piano melody, as Swift sings about a woman's rejection of a proposal. Swift implies that the protagonist's history of mental illness has been subject of gossip from the town; who dubb her issues to be "Champagne Problems" (A term referring to insignificant or "First world" problems). Later trivialising her rejection saying, "She would have made such a lovely bride, what a shame she's F\*cked in the head."

Like Folklore, several of the songs in Evermore combine in order to tell a greater story. Tis the damn season and Dorethea tell the story of a girl returning back home to her small town for the holidays, after having left to chase stardom and rekindling with her hometown spark. Dorethea contemplating throughout Tis the Damm season what could have been "the road not taken looks real good now," whilst her old flame wonders throughout Dorethea whether Hollywood has changed his former love. "Damn, Dorothea, they all wanna be ya. But are you still the same soul I met under the bleachers?". Where as Tolerate it, Ivy and Happiness form the "Unhappily ever after trilogy"; which chronicles the deterioration of a seven year long relationship.

I'm not sure what else to say, except; Listen to Evermore, there is so much to it! I literally just deleted 500 words on No body No Crime, and of course 2020 was the year Taylor Swift songs are actually about murdering cheating husbands! I just hope the Folklore, Evermore duo becomes a trilogy... Lakelore anyone? I mean Taylor did use three emojis in her last Instagram caption; there must be a third album? Right?

By Pearl Bendle, Year 12



# *The year we've all been waiting for... 2021*

There is no resting doubt that 'the year that shall not be named' drained the spark out of us all in one way or another. Though, with the fortunate arrival of 2021 our energy tanks have been recharged as we gain that well needed spring in our step. I believe it would be passionately agreed upon that we don't re-live the unprecedented nature of last year. Hence, I have put it upon myself to gather the greatest top-notch advice to help you make the most of your year ahead.

**Talk to yourself.** Communication is regarded as one of the highest qualities attributing to a successful relationship, yet it is constantly neglected and forgotten when talking about an individual and their success as an independent person. It is important to talk to yourself in an energizing way to promote motivation and positivity in your thought flow. When feeling an influx of anxiety perhaps try and ask yourself why you feel this way and follow that with strategies to overcoming this overwhelming period. The cliché diary or journal method may be a reach for some, yet it is a brilliant form of mindfulness and allows for a greater sense of self.

**Don't make a mound out of a mole hill or don't sweat the small stuff.** I have heard this common idiom well throughout my childhood and every time it reminds me to reflect upon my reaction to events. You may face an obstacle that will seem explosive at the time, yet in hindsight did not meet that extent of reactivity. It is very difficult to see clearly in moments of anger or humiliation, hence the five by five rule which states "If it's not going to matter in five years, don't spend more than five minutes being upset about it".

**Let your hair down!** Create new habits and hobbies that bring a smile to your dial and make your day to day life that more special. I believe Mary Poppins put it best by saying, "In every job that must be done there is an element of fun." Poppins is bringing to light the incredibly influential role our mindset plays in shaping our experiences and more so the outlook we have regarding challenges that test our abilities. This is where flexibility is helpful in both promoting resilience while also allowing for creativity in personal growth.

**Value kindness.** The natural pain killer we all enjoy, experiencing kindness. Amongst all the evils in our world it proves challenging sometimes to pin point respect and warmth. Though this is not true for fans of Love Actually because they would know that, "If you look for it, I've got a sneaky feeling you'll find that love actually is all around." I believe Hugh Grant was trying to tell us that life is not all the doom and gloom it feels like sometimes, rather we hold the onus to uncover the beauty of it.

These four 'tips' I hope have provided clarity and perspective for your new year. It is important to understand, acknowledge and know your worth and potential so you can flourish into whomever you'd like in these 12 month and beyond. Try to not feel stuck in the problems of yesterday or worries of tomorrow and rather take advantage of every day; living by the phrase, 'carpe diem'.

By Peggy Holmwood, Year 11



# SENIOR GALLERY





# DUKE OF ED.



## Gold

Adventure. Verb. From the Old French 'aventurer', meaning 'to risk the loss of', or 'take a chance.'

I am by no means exaggerating when I say my DoFE Gold Hike truly was the trip of a lifetime, right here in our very own Kosciuszko National Park backyard. There is something to be said for venturing - quite literally - off the beaten track, into bushland so dense we progressed at a pace of 2km/hour. Or up mountains so steep they totalled nearly 3km total elevation gain. Or walking over 105,000 steps in 4 short days. It is breathtaking. Exhilarating. Formative. And, indeed, we all risked the loss of our holidays, and took chances we may not emerge fully intact. However, the benefits reaped from such an immersive and demanding program are utterly innumerable and oh so worth the transient physical exhaustion.

We hiked through the Tantangara Wilderness Area, 200km southwest of Canberra, under the undaunted instruction of Lands Edge Leader Brendan, and our own fearless Mr Dibdin and exuberant Ms Lanser. Despite a minor setback at first - namely a bus that did not quite follow the course of the road - we made up for lost ground by cutting alongside, under and over mountains. And more mountains. And, when it seemed we simply could not hike any more mountain ranges, there were more.

The good spirits of our group truly made this trip special. From sharing trail mix at the top of the foreboding Mount Morgan, to patching up blisters, and donating food to those who had underestimated the fuel required for the arduous journey, this group of Duke of Ed-ers was an unforgettable mix of courageous, determined, resilient and zesty individuals who made the unbearably physical journey bearable.

In between rocky ascents and much-needed breaks, our time was filled with water purification, admiring wild herds of brumbies, cooking gourmet meals (including Chinese chicken soup and quesadillas), sheltering from unexpected downpours and admiring the fascinating huts of the high country we encountered. Such huts were relics from as early as the 1920s! We even found time to admire a breathtaking sunset in the saddle of two foreboding mountains.

Retrospectively, I am not able to recall the physical pain that I encountered, but the mental agility and appreciation for the outdoors this trip gifted me. We were so fortunate to have Mr Dibdin and Ms Lanser give up their holiday time, and willingly embark on such an arduous journey for our sake, and I wish to deeply thank them and everyone else on the trip for being willing to 'risk the loss' of something, be it as trivial as a compass or tent peg, and adventure as a cohesive and supportive group. For anyone considering Duke of Ed in future years - take a chance. It is an experience I assure you that you will never forget. By Ava Lambie, Year 12



## Silver

Yay! School's out! So, what do we do? Leave at the crack of dawn on a Silver Duke of Ed adventure to the beautiful Myall Lakes of course! The forecast was for stormy weather, but the silver lining (get it?) was that the nearby bushfire was no longer a concern. There was, nevertheless, a real possibility of having to walk instead of canoe. Will saved the day with his injured ankle and we were able to paddle the entirety of the trip!

The bus ride seemed to take forever but once there, we were eager to hit the water. The storms held off until we were settled into the canoes and then gave us a taste of what was to come. We set up our campsites quickly and had time for games before dinner.

Day two was a mixed bag for both groups. Sam and his group set out but were forced to return and make camp again as the wind and whitecaps made it unsafe to paddle. Instead, they stayed on the river, learned new skills and enjoyed being out in the wild. It really was wild when they played United Nations, racing around in their canoes trying to take over the world. Yanni and Hal capsized, and Sam broke a paddle!

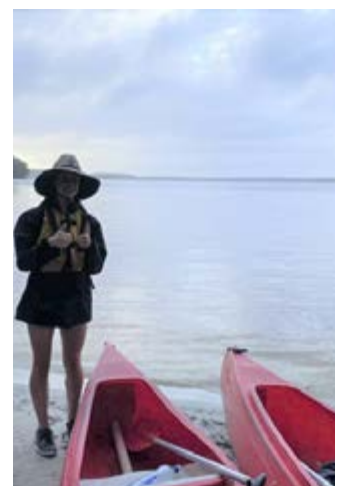
Meanwhile, Ms Rees' group battled its way to the next water drop. The lake was choppy and even the ducks looked tired of the rain. Who would have thought you can get seasick in a canoe?! After setting up camp, it was their turn to play games in the river, including capsizing Leah and Lexie. The strangest sight of the day was a musk duck and the funniest, a swan taking off gracefully only to clip the trees before flying away somewhat ruffled!

It was a pleasant surprise to meet the other group at the campsite and exchange stories before they headed off to Korsman's Landing. Sam's group then found the going as tough as Ms Rees' had. They brought the boats close to shore and walked them to have a break from the wind and achieve some distance.

All of us learned how to raft up and use a tarp as a sail. There was no shortage of wind to push us along. It's amazing how fast and far one can travel this way!

Duke of Ed is all about persistence and we needed lots on this trip. Our plans kept changing, the days were dull, rain ever present, and the waters rough, but we remained positive and encouraged each other to push on. It was an achievement for all and at the end, such a relief to see the bus and be able to finally sit on a dry, comfy seat!

By Liv Bow, Year 11 and Ms Rees.





# GOOD & OTHER NEWS

## HOPE FOR THE FUTURE



There is no doubt 2020 has earned its notorious title as a 'year of disaster'. Marred by the evolving coronavirus pandemic, irrevocably tainted by catastrophic bushfires and riddled with tragic quests for social justice, when the clock ticked over to January 1st, I was keenly optimistic for a better 365 days in 2021.

Indeed, I have reason to be optimistic. Largely due to the domineering focus required to rightly combat COVID-19, the global environmental agenda was ultimately overlooked. Genomic tracing was prioritised over glaciers, respiratory syndromes over rainforests. Yet with the alluring promise of vaccines in the near future (indeed, as soon as this month), 2021 represents a crucial year to diverge the global co-ordination and tackle the ominous issue that is climate change. As foretold by UN Secretary General Antonio Guterres, this year is a 'make or break' moment to meet prior initiatives and reverse the cumulative effects of industrialisation and globalisation over the past several centuries.

There was widespread consensus that COVID-19 contributed to diminished human activity; and subsequent decreases in both deforestation rates and air pollution. Iconic pictures of India have circulated the web, portraying the polluted smog diminishing – and revealing the Himalayas on the distant horizon. Studies have recorded decreases of air pollutants in India by up to a third of pre-pandemic levels. Simultaneously, water quality and snow reflectivity improved. Accumulation of dust and pollutants on snow in the Indus decreased by 36 parts per million, rendering the frozen waterway a more brilliant white from satellite imaging, and delaying melting.

Thus, with the unexpected benefits of the pandemic evident, it seems intuitive to desire to ride this 'good momentum' into the new decade. I am hopeful that several components will assist a cohesive and timely response to climate change in 2021, the first of these being the successive Paris Conference in Glasgow, scheduled for November. It will be the first conference of its kind to employ a colloquially-termed 'ratchet mechanism', meaning Parties are expected to consciously commit to significant reductions of carbon emissions at each 5-year meeting and evaluation. The drastic shortcomings of prior commitments forewarn of the need to implement ambitious yet realistic goals, and with the ever-increasing awareness and public dissatisfaction with climate action Glasgow 2021 could be an excellent forum

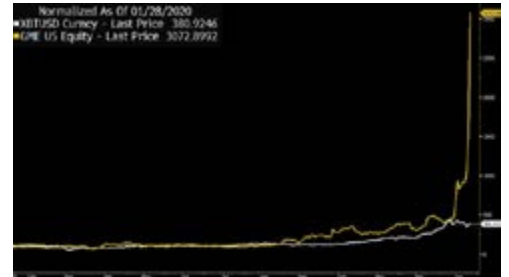
to implement achievable and meaningful objectives.

Secondly, the Government's recent nod towards a carbon-neutral future by 2050 is a significant diversion from the prior target of the latter half of the century. Domestic emissions plummeted to a 22-year low in the past financial year as a result of drought and pandemic suppressions on activity. Recent investments in the generation capacities of renewables, such as grid-scale capacity of wind and solar power rising by 3,800MW in the past year (and a further 6,600MW in the pipeline), imbue optimism that such a progressive target may be attainable. However, such radical goals of carbon neutrality can only be implemented by introducing specific targets in a comprehensive range of sectors, such as increasing construction efficiency standards for buildings, and regulating vehicle emission standards.

I derive further optimism for our environment's future restoration by the buoying efforts of business to incorporate renewable solutions in their operations, and invest in smart futures. Electricity generation by non-renewables was at a two-decade low in 2018, and renewables accounted for almost 20% of electrical power in the same year. Investors have evidently taken notice, increasing electricity-related investment in renewables to over \$7 billion in 2019, driving new projects and infrastructure. Admittedly, this has been fairly concentrated on the East Coast, yet across Australia rises in wholesale renewable energy price (as a result of enhanced supply) and supportive Government policies have made investors sit up, take notice and follow the money. Rather than embed climate risk in future decision-making, and invest precariously, businesses are favouring certainty in the transition to carbon-neutral operation. Policymakers must continue to incentivise such behaviour to accelerate the process to a more sustainable future.

2020 was a tumultuous year. The human race endured some of the most complex, globalised and unprecedented challenges we will possibly ever see in our lifetimes. If anything, the amalgamation of 365 days of uncertainty made us truly realise our vulnerabilities. We must act now to prevent future catastrophe in the form of preventable climate disaster. I am optimistic about 2021, yet we must all accept that climate restoration is still far from the foreseeable future. It remains up to us to engineer positive, hopeful change.

Ava Lambie, Year 12



## WALL STREET VS THE PEOPLE

In the last week, there has been an unprecedented conflict between the corporate giants of Wall Street and 'anti-establishment' organisations over the shares of GameStop. GameStop is a brick-and-mortar video-technology store who has faced extreme revenue decline over the last decade due to the replacement of online platforms. Consequently, multi-billion-dollar hedge funds were betting on the company's crash in aim of making some quick turnover. Over the last few years, they've been driving down the share price of Gamestop so they could buy them back at basement-low price. However, despite GameStop's perceived destined collapse, organisations such as the Reddit group WallStreetBets and Robinhood Trading have been buying Gamestop's shares 'like no tomorrow'; causing an unprecedented skyrocket of share prices with an upwards of 1000%. This has wreaked havoc in wall street, as major corporations such as Citron have been sent into billion-dollar losses.

However, this reverse 'shorting' has been highly beneficial for small investors; as one of Reddit's users claim to have made an upward of 47 million dollars from a \$50,000 investment. However, the main message that has stemmed from this 'stock warfare' is the ethicality of shorting and market manipulation, and the truth behind an 'open market'. For example, the trading app Robinhood, were 'bullied' by these larger hedge funds to suspend trading shares of Gamestop. This catalysed major ethical discussion, as how do these larger corporations have the authority to control and restrict the success of smaller investors and cease the trading of unfavourable stock. This alone demonstrates the fragility of the stock market as individuals, companies and media platforms with large influence can so easily manipulate the market to their benefit. Consequently, from this 'little guy win' scenario, I ask myself who else benefited at the expense of these hedge funds? and was this 'stock attack' capitalised or funded by competing companies?

By Emilie Rose, Year 11

# NEWSFLASH

## VALE RICK DAVIES



Richard Davies coached the Oxley 1st Girls Basketball team for the last three Summer seasons. He had a deep love and extensive knowledge of the game which he shared with the girls he coached. Rick's quietly confident demeanour provided wonderful support for the girls. He encouraged the girls to play to the best of their ability and to develop into self-assured young sportswomen. Such was his interest in Oxley sport, that he even coached a season of Netball in 2019. Rick was always accompanied by his wife Katrina who assisted with coaching and scoring for his first season. Kat then coached her own Oxley teams for the following seasons. Both Rick and Kat became the backbone of the Oxley Girls Basketball programme and we are extremely thankful for their expertise over the past few years. Rick passed away suddenly and tragically just before the start of the term. We will miss him greatly and offer our sincere condolences to Kat and their two sons. Some memories from members of the Oxley Community:

Wonderful guidance and support no matter the outcome of the game.

Very knowledgeable about the game.

Gentle nature.

Interested in their personal growth, development of players, young sportswomen.

Quietly confident demeanour that brought the best out in the girls.

## A LOCAL HIKE

Missingham steps is a hiking track well suited to those who are adventurers or are needing some beautiful scenery and fresh air. The recommended age group would be 13+. The track consists of paddocks, embankments, valleys, rivers, waterfalls, woodlands and cliffsides. Missingham track starts at Nellies Glen picnic area at Carrington falls, it is a six kilometer walk with a steep downhill trail to the river. The next part is a bit trickier to find but there are to rock piles to mark the start of the return track. Feel free to explore the rocky riverbanks. If you need peace and quiet and don't mind a trek down to the river and back, you will find that the place is great for meditation as it's not very busy. The incline is tricky and hard core. The steep incline has many amazing weather-beaten structures that make you feel as if you have stepped back in time to when roads were paved of stones because there are ancient stone walls giving character and more beauty to the already spectacular track. Make sure to pack at plenty of food and water, a compass and a map, and a first aid kit. Before you leave for the adventure make sure you have a friend or family with you or at least let someone know where you are going if you are experienced or have done the walk before; and always wear sturdy shoes. But most importantly have fun. This track has been rated five stars and deserves every star.

Sienna Danaher, Year 7



## CONGRATULATIONS

Congratulations to Charlotte Gray, Year 12 2020. Charlotte's HSC Musicology Viva Voce was identified as exemplary. Charlotte's name and Oxley College will be listed on the 2020 HSC Honour Roll for ENCORE in 2021.

## SHOP TIMES

The Oxley Uniform Shop hours for Term 1 are as follows:

**Tuesday-Friday 8.30am-4.00pm. Closed between 12.00pm-12.30pm for lunch.**

## P&F NEWS

It has been wonderful to see so many parents on campus at our Year group Welcome Drinks. We have missed you! The backbone of the Oxley parent community is the Oxley College P & F.

Here are the key P & F contacts for 2021.

### P & F Executive

President: Megan Moore

Vice President Senior School: Sooz Heinrich

Vice President Junior School: Eva Loiterton

Secretary: Lynda Smith

Treasurer: Sandra Talman

Junior School Rep Coordinator: Rebecca Morse

Senior School Rep Coordinator: Ann Marie Greenop

Assistant Treasurer: Justine McKinley

### The 2021 Year Rep Parents are as follows:

Kindergarten: Teresa Dunn, Alison Sheer

Year 1: Danielle Pierce, Andrea Bullick

Year 2: Kristy Curr, Antonia Baldo

Year 3R: Amanda Bagnall, Jennifer Finlayson

Year 3B: Dani Le Guay, Belinda Burton

Year 4W: Helen Vlahakis

Year 4A: Gina Simonsen, Amelia Feetham

Year 5C: Gail Dennington, Sally Kean

Year 5N: Felicity Sewell, Rel Vild

Year 6H: Korrily Zupp, Caroline Mellish

Year 6S: Catherine Barnett

Year 7: Jodie Hamblin, Fiona Rodger, Brooke Wilson, Ferial Reid

Year 8: Sam Spring, Sally Scott, Annalise Law

Year 9: Skye Sandilands, Ann Marie Greenop

Year 10: Angie Sanchez, Shona O'Brien

Year 11: Kate Bow, Justine McKinley, Sean Hanrahan, Renelle Corbett

Year 12: Shelly Davis-Rice, Emma Bragg

Please look out for invitations to upcoming events from your Parent Year Reps. There are P & F Meetings once a term. Meeting times will be available soon. All welcome.